

Final  
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## Continuity of Education Plan

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### Goal of Plan

The goal of the District's Continuity of Education Plan is to provide equitable educational opportunities to all students during this time of extended school closure.

### Overview of Plan

The mission of the Sharon City School District is to educate all students in a safe, supportive and challenging environment where they can learn to be productive citizens and succeed in an ever changing world. During the COVID 19 epidemic, the District is working to uphold this mission. The safety of our students, staff and community is of utmost importance. As measures have been taken to adhere to the Governor's stay at home orders and guidelines for social distancing to reduce the spread of the virus, students and staff are not permitted in the school building, unless circumstances arise that call for employee assistance to be essential. This has thus limited access to student materials, teacher and technological resources and classroom materials. As we strive to support and challenge our students to learn and grow, we believe in maintaining educational opportunities for students and are concerned with learning regression, lack of resources at home, and a gap in learning progressions toward student success in the future.

The District's approach is to deliver informal activities to reinforce or extend students' prior learning, without the introduction of new content, standards and skills, in an effort to limit student anxiety and additional stressors on our families during this unprecedented time. Standards aligned reading and math review/enrichment packets were provided to all students in grades kindergarten through 8. Students in grade 8 also received packets aligned with Science content. These materials were reviewed in comparison to teacher lesson plans, curriculum scope and sequence and pacing calendars to ensure content presented required students to only demonstrate and practice skills that had previously been introduced. As the first school closure was nearing the PSSA testing window, we were confident that the majority of eligible content for each grade level had been introduced to, and possibly mastered by our students. Students in grades 9-12 were provided review/enrichment packets for the core content classes of Reading/English, Math, Science and Social Studies. All special education students received modified materials to address appropriate adaptations to meet the needs of this population per his/her individualized education plan. The same measures were applied for our EL and Gifted students. The District has taken into consideration the varying demographic of

our students and community and support system, or lack thereof, in the homes of our students. The introduction of new standards and skills would be more challenging and skill mastery would be less attainable without the ability to provide multiple modes of instruction to meet the variety of student learning styles our children possess. Thus, the District believed providing review/enrichment opportunities was better suited for continuing education.

In anticipation of additional extended closure, the District administered a technology survey to determine the number of families that had the resources to engage in an online platform for future educational opportunities. The results of the survey indicated that upwards of 70% of our families do not have access to the internet and/or electronic devices at home that could allow for students to engage with online content. This disparity limits the District's options in delivering content online, engaging with students virtually and in providing support from a distance. With almost 1900 students districtwide, the preparation and delivery of paper materials is challenging, so all materials are now also provided in electronic format through the use of Google Classroom as an option for families that do have access to internet and electronic devices capable of supporting this approach. All students have been provided with a Gmail account and classrooms have been created per grade level per building K-6 and per course in grades 7-12. For the days of April 14<sup>th</sup> – May 4<sup>th</sup>, all teachers K-12 provided review/enrichment materials electronically and in hard copy for all students, with appropriate accommodations and modifications for our special education, EL and Gifted population. Packets were sent home to those students that either did not respond to the technology survey, or responded stating they did not have the resources to access the online learning platform. All students that responded with access were not sent packets of materials and were encouraged to login to the Google Classrooms. Many of these families have since requested packets in lieu of the electronic format stating their access has changed, is not reliable, or students are struggling in this new learning environment. Therefore, while new materials will still be made available in the District's Google Classrooms, almost all students will be receiving packets of the forthcoming materials, slated to be provided for the remainder of the school year.

Activities will continue to be designed and materials delivered to students to provide review/enrichment in an effort for students to master the skills determined to support content mastery and success in preparing students to continue on to postsecondary opportunities, the workforce or transitioning to their next grade. All content K-12 will be addressed and we will maintain our modes of delivery including sending packets home and the utilization of Google Classroom. There will be one more push of materials to students for planned instruction to begin May 4, 2020. The District will work to utilize every avenue for our teachers to provide support and ensure equitable distribution of resources and learning opportunities for all students.

#### Expectations for Teaching and Learning

The District will make a good faith effort to provide review/enrichment materials in all content areas and course levels K-12. At the elementary level, this will include the review of skills in English Language Arts (reading, writing, grammar, and word study), mathematics, science, social studies, art, technology, music and physical education. All content is aligned to the PA Core or Academic Standards for the content area and focused on specific foundational skills that are essential to content mastery and building blocks for learning in the future. Materials are provided in an effort for students to master the skills determined to support success in transitioning to their next grade.

At the Middle/High School level, review/enrichment materials will be provided for all core and

elective courses including those related to English Language Arts, Mathematics, Science, Social Studies, Family Consumer Sciences, Health/Physical Education, Technology Education, Business Education, Computer Information, Art, Music (band, orchestra and choir) and World Languages. All content is aligned to the PA Core or Academic Standards for the content area and focused on specific foundational skills that are essential to content mastery and building blocks for learning in the future. Materials are provided in an effort for students to master the skills determined to support student success in continuing on to postsecondary opportunities, the workforce or transitioning to their next grade/course level.

#### Communication Tools and Strategies

The District is utilizing various modes of communication to ensure to the best of our ability that all families, students, staff and the Sharon City community is informed regularly of COVID updates, impacts on educational processes and school services, educational plans, safety precautions and measures, and to address questions and concerns in this unprecedented time. These modes of communication include posts on the District website, mailings, all-call services, emails, utilizing school face book pages, grade level/course specific Google Classrooms, classroom collaboration apps and personal phone calls. The District remains staffed with essential employees at each building to maintain ongoing communication. CDC information, PDE releases, internet resources for at home learning, guides to Google Classroom and programming and procedural updates are provided. The administrative team plans the release of communication on an as needed basis. All questions and concerns are addressed within 48 hours and all classroom teachers are required to maintain frequent communication with their students. The District is utilizing the website as the prominent source for providing regular updates, and families are encouraged to check the website daily.

#### Access (Devices, Platforms, Handouts)

The District is providing enrichment/review materials for all students K-12. These materials are available to students in packet and/or electronic form. The first round of enrichment/review materials was provided in packet form and initially distributed to students through parent/guardian pick up at each of the four school buildings. To ensure the safety of our staff and students, the District moved to mailing packets home to students and providing the same materials electronically through the use of Google Classroom for those families that have access to internet and devices at home. All students K-12 are provided with a Google account, and directions for accessing these accounts and the Google Classrooms were mailed home to families and are posted on the District website's News section under COVID 19 resources. Additional online resources are available on the District website for further enrichment.

#### Staff General Expectations

All staff are expected to check emails no less than 2-3 times daily and respond to any questions or concerns within 24-48 hours. All teachers are required to prepare materials both in print and electronically on Google Classrooms. Teachers are to communicate student expectations to all students/families. Teachers are to review all review/enrichment material submitted by students. Teachers are required to reach out to all students via email, phone calls, classroom apps or Google Classrooms at least once a week and must have established "office hours" at least twice a week.

Teachers must account for a minimal of 2 hours of daily student support. Teachers must also schedule parent contact time at least once every two weeks. All student and parent contact hours must be logged by the teacher and submitted upon request by District Administration. Teachers will record and report student attendance once per week, accounting for students via established "check ins" evidenced by student emails or reporting through classroom apps and/or Google Classroom attendance, students calling in to teachers during the established office hours, or through teacher outreach.

Building principals are required to observe all Google classrooms and reach out to staff on a weekly basis to offer support and check on student attendance and progress. Principals are required to maintain scheduled office hours at least 3 days per week for parent, staff and student concerns. These occurrences must be logged and made available to the Superintendent upon request. Building Principals will also supervise teachers during the creation and preparation of materials, and prepare packets for mailing.

#### Student Expectations

Students are expected to give a good faith effort in completing the review materials, and encouraged to work through materials on a daily basis. Due dates have been established to provide pacing guides for students. Students are asked to submit materials electronically where appropriate, record their work on paper or complete packets, and hold onto those materials when complete for return to school at a later date. Students are given opportunities to engage with teachers through classroom apps, virtual meetings, email and phone calls.

#### Attendance / Accountability

The District will default to recording all students K-12 as in attendance from March 13<sup>th</sup> through May 1<sup>st</sup> as attendance expectations were not established or communicated to families as part of the review/enrichment plan. Beginning on May 4<sup>th</sup>, student attendance for each week will be tracked by the teachers once per week via email, classroom apps, or Google classrooms. Student completion of review/enrichment materials will be verified by the submission of materials by June 5, 2020 to a student's associated school building.

#### Good Faith Efforts for Access and Equity for All Students

The District has made a good faith effort to meet the needs of all learners throughout the implementation of this plan. The technology survey was used to better understand our families' abilities to engage in online learning for the purpose of equitable and efficient distribution of materials, and materials were then provided as such. All teachers have been given the latitude to design instruction to meet the needs of his/her learners specific to that classroom and based on achievement data and curriculum calendars. Content and approach varies from grade level to grade level and building to building to better meet specific student needs. Materials have been adapted/modified when appropriate for our special education, EL and Gifted populations. Teachers are available through a variety of modes including email, phone calls, virtual meeting, classroom apps and Google classroom for support and instructional guidance.

### Special Education Supports

The District has made a good faith effort to meet the needs of all special education learners. For our first round of packet learning from March 30<sup>th</sup> to April 10<sup>th</sup>, students were given a packet that was specific to their instructional level. It also included accommodations and modifications such as shortened assignments, less answer choices, and modified, clear directions. Students who are in need of more intensive life skills support or autistic support, were given an individualized packet on their instructional level that focused on the core curriculum of their programs. For example, our autistic support students were given instruction that centered around the Verbal Behavior Program. For our second distribution of review/enrichment materials our special education teachers created packets as well as posting materials to Google Classrooms. The items that were posted or placed in a packet were materials on the student's instructional level in their current special education classrooms.

As we continue through the closure until the end of the school year, the District will provide access to materials through both Google classroom and packets. We will continue to provide instruction based upon the students' special education classroom and make sure that the students are getting materials that are fitted to their individual needs. We will also continue to be in contact with parents throughout this process.

Moreover, NOREPs were created for each special education student in the district. This NOREP notified parents on how packets/Google classroom would be provided for all learners and that they would continue in their current placement once school resumes.

Throughout the closure, the Supervisor of Student Services has made contacts with the parents/guardians of our special education students. These phone calls have included information about packets, providing materials for their child, conducting IEP meetings, and answering general questions. All materials that have been sent out have had information to contact the Supervisor of Student Services by phone if questions arise. Parents have also emailed the Supervisor with questions. Timely feedback through phone calls, emails, and letters have been provided to parents.

### EL Supports

EL staff is available via phone, email, Class Tag, TalkingPoints, and/or through the interpreter for any and all educational needs. This staff has teacher access to Google classrooms to provide supports in their regular education classrooms. This allows staff to monitor and make necessary accommodations to student class work based on their English Language proficiency.

At the elementary level, material on student reading/academic level based on their English Language proficiency has been sent home. Teachers maintain close contact with the classroom teachers regarding adaptations/modifications of school work. Likewise, they have reached out to all parents/guardians of EL students quite often if not daily, to verify that they are understanding the changes being made at school, the situation at hand, and also the academic material coming home to ensure that all families are receiving all communications from the District as soon as possible, and in their preferred language of communication.

At the high school level, daily office hours are provided via Skype to help students with their review work, as well as assisting them via email and by phone as needed outside of those hours. Staff is

collaborating with their classroom teachers to provide assistance with adapting/modifying the review work that is being sent home to ensure that every student will be able to complete the work at their individual English proficiency level. Lower level ELs have received some alternative assignments from their classroom teachers to accommodate their reading/writing levels and ensure that they are able to access the content of the general class review, and to complete activities independently with minimal frustration. Many parents require an interpreter for both conversation and written documents. All formal and informal letters from the school and classroom teachers are translated for the parents that require this accommodation. Regular communication is ongoing.

#### Gifted Education

The District has made a good faith effort to meet the needs of all gifted learners. For our first round of packet learning from March 30<sup>th</sup> to April 10<sup>th</sup>, students were given a packet that was specific to providing enrichment for the students. These packets were created by our gifted instructors. For our second distribution of review/enrichment materials our gifted teachers created packets as well as posting materials to Google Classrooms. The materials that were posted or placed in a packet were focused on enrichment of the students' areas of strength. Letters were sent out to parents/guardians that included a description of the materials as well as ways to contact the Supervisor of Student Services as well as the gifted instructor should questions/concerns arise.

As we continue through the closure until the end of the school year, the District will provide access to materials through both Google classroom and packets. We will continue to provide for students' enrichment needs and make sure that they are getting materials that are fitted to their academic levels. We will also continue to be in contact with parents throughout this process.

Throughout the closure, the Supervisor of Student Services has made contacts with gifted parents. All materials that have been sent out have had information to contact the Supervisor of Student Services by phone if questions arise. Parents have also emailed the Supervisor with questions. Timely feedback through phone calls, emails, and letters have been provided to parents.

#### Building/Grade Level Contacts

##### Central Office Staff:

Mr. Michael Calla, Superintendent of Schools  
Ms. Justi Glaros, Supervisor of Curriculum, Instruction & Assessment  
Mrs. LaReina George, Supervisor of Student Services  
Mr. Garrett Dout, Director of Information Technology

##### Case Avenue Elementary:

Ms. Traci Valentino, Principal

##### C.M. Musser Elementary:

Mr. Jeff DeJulia, Principal

##### West Hill Elementary:

Mr. Michael Gay, Principal

##### Sharon Middle/High School:

Mr. Mike Fitzgerald, Principal  
Mrs. Dawn Blair, Assistant Principal  
Mr. Matt Vannoy, Assistant Principal

Resource Links

Google Classroom  
Pearson Realize  
ClassTag  
Face book  
Remind App  
Scholastic News

